

Service-Learning and Local/Global Health



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MEXICO
OAXACA

- Realities of Health Access & Inequities

MEXICO
PUERTO ESCONDIDO

- Tropical Medicine & Community-Based Care
- Women's Reproductive Health

INDIA
MUMBAI/PUNE

- Confronting Tropical Disease Challenges
- Maternal & Child Health

INDIA
RURAL HIMALAYAS

- Rural/Urban Himalayan Rotation
- Intro to Traditional Medicine

INDIA
NEW DELHI

- Public Health & Community Medicine
- Sight for All- Ophthalmology Rotation

ECUADOR
QUITO /PUYO /CHONE

- Amazon Community & Indigenous Health
- Andean Health
- Implementing Universal Healthcare
- Reproductive Health
- Urban & Rural Comparative Health
- Infectious Disease Eradication
- Sonrie Ecuador-Dental Program

BOLIVIA
LA PAZ

- Pediatric Health & Adolescent Medicine

BOLIVIA
TARIJA

- Healthcare in Remote Southern Bolivia

SOUTH AFRICA
DURBAN

- HIV/AIDS & Healthcare

SOUTH AFRICA
CAPE TOWN

- Healthcare Challenges

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VIEWPOINT

Service Learning as a Framework for Competency-Based Local/Global Health Education



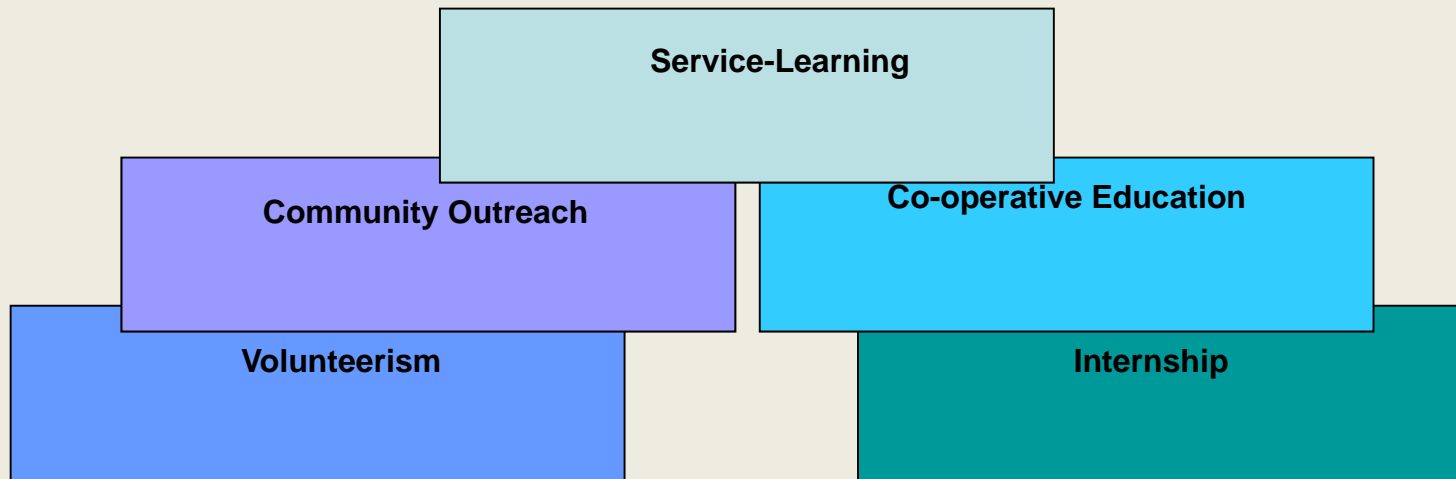
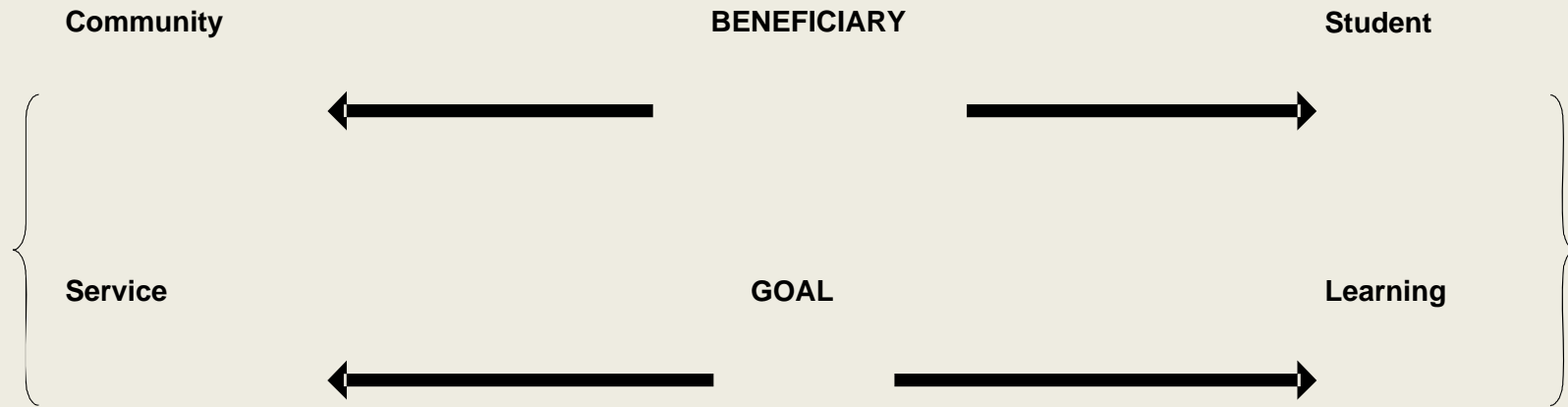
Tamara McKinnon, RN, DNP, Cynthia Toms Smedley, PhD, Jessica Evert, MD
San Jose, Santa Barbara, San Francisco, CA

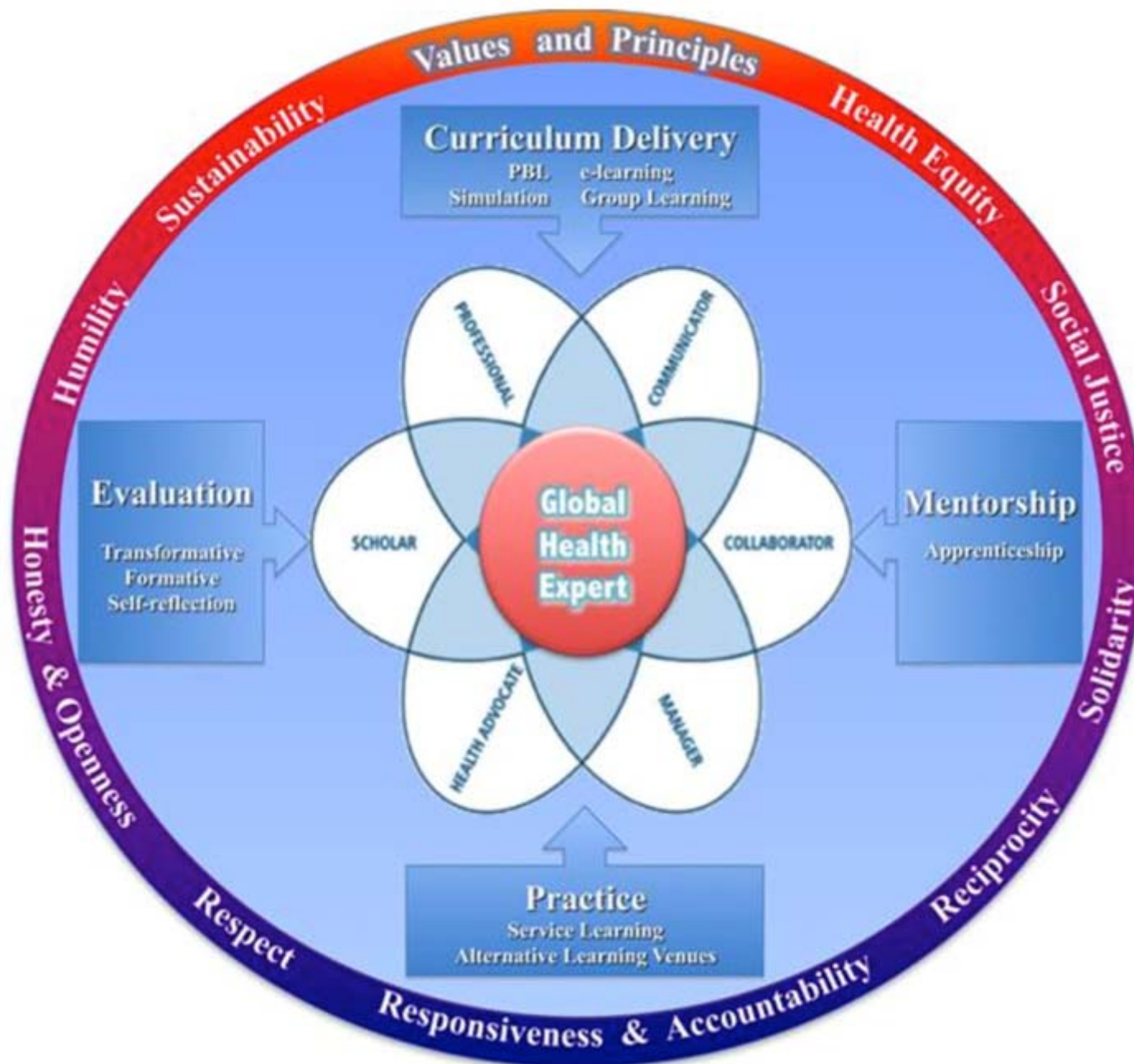
INTRODUCTION

Service learning is a field that can provide the foundation for emphasizing the relevancy and realities of local/global health. Service learning is now widely accepted as a form of experiential education in which students “engage in activities that address

1. It is committed to student intercultural competence development.
2. It has a focus on structural analysis tied to consideration of power, privilege, and hegemonic assumptions.
3. It takes place within a global marketization of volunteerism.
4. It is typically immersive.

Source: Service Learning in the Curriculum: A Resource for Higher Education Institutions. The Council on Higher Education. Pretoria, South Africa, 2006.





Framework for Global Health Education in Postgraduate Family Medicine Training Available online at: <http://globalhealth.ennovativesolution.com> webscite©The Ontario Global Health Family Medicine Curriculum Working Group,

(2010) [17]: Redwood-Campbell *et al.* *BMC Medical Education* 2011 11:46 doi:10.1186/1472-6920-11-46

Global service-learning (GSL)

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*a **community-driven** service experience that employs structured, critical **reflective practice** to better understand self, culture, positionality, social and environmental issues, and social responsibility in a manner that highlights the impact of global structures in local context. (Hartman, Kiely, Friedrichs, and Boettcher, 2017)*



Learner outcomes – global learning

- Global citizenship
- Intercultural competence
- Civic engagement
- Critical reflection
- Tools / resources

Community outcomes

- “Community”
- Intended project outcomes
- Additional perceived outcomes
- Risks and negative outcomes
- Tools / resources

Incorporates both domestic and international experiences that aim to increase **global learning** ([Whitehead, 2015](#)).

Table 1. Required Components of Global Service-Learning Initiatives

Community-driven service

Intercultural learning and exchange

Consideration of global citizenship

Continuous and diverse forms of critically reflective practice

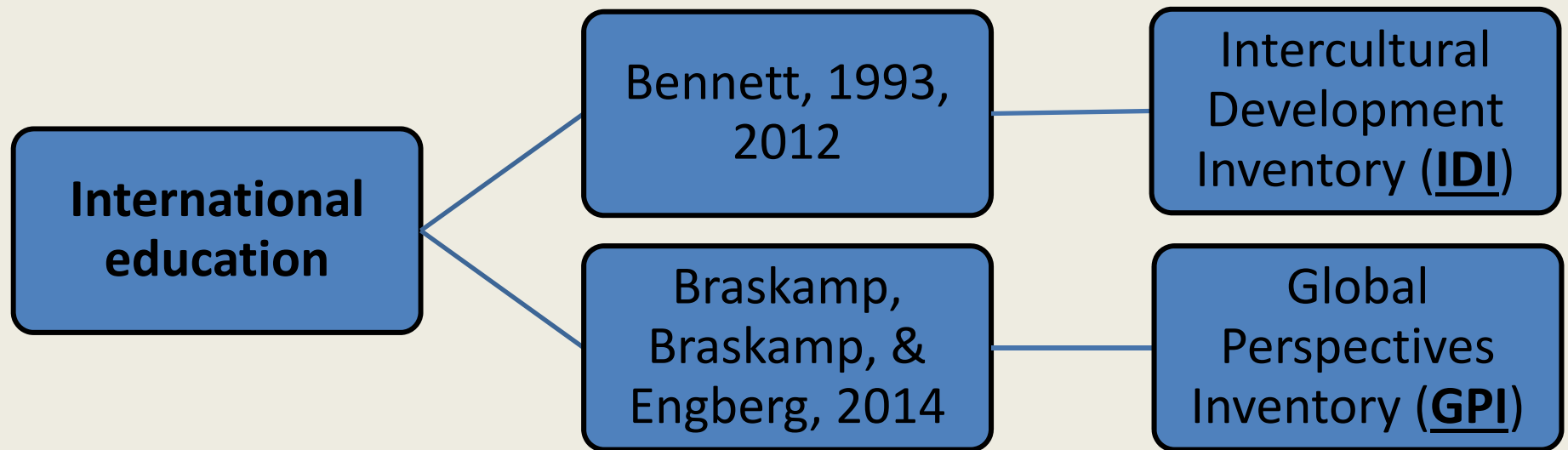
Deliberate and demonstrable learning

Ongoing attention to power and privilege throughout programming and coursework.

Safe programs²

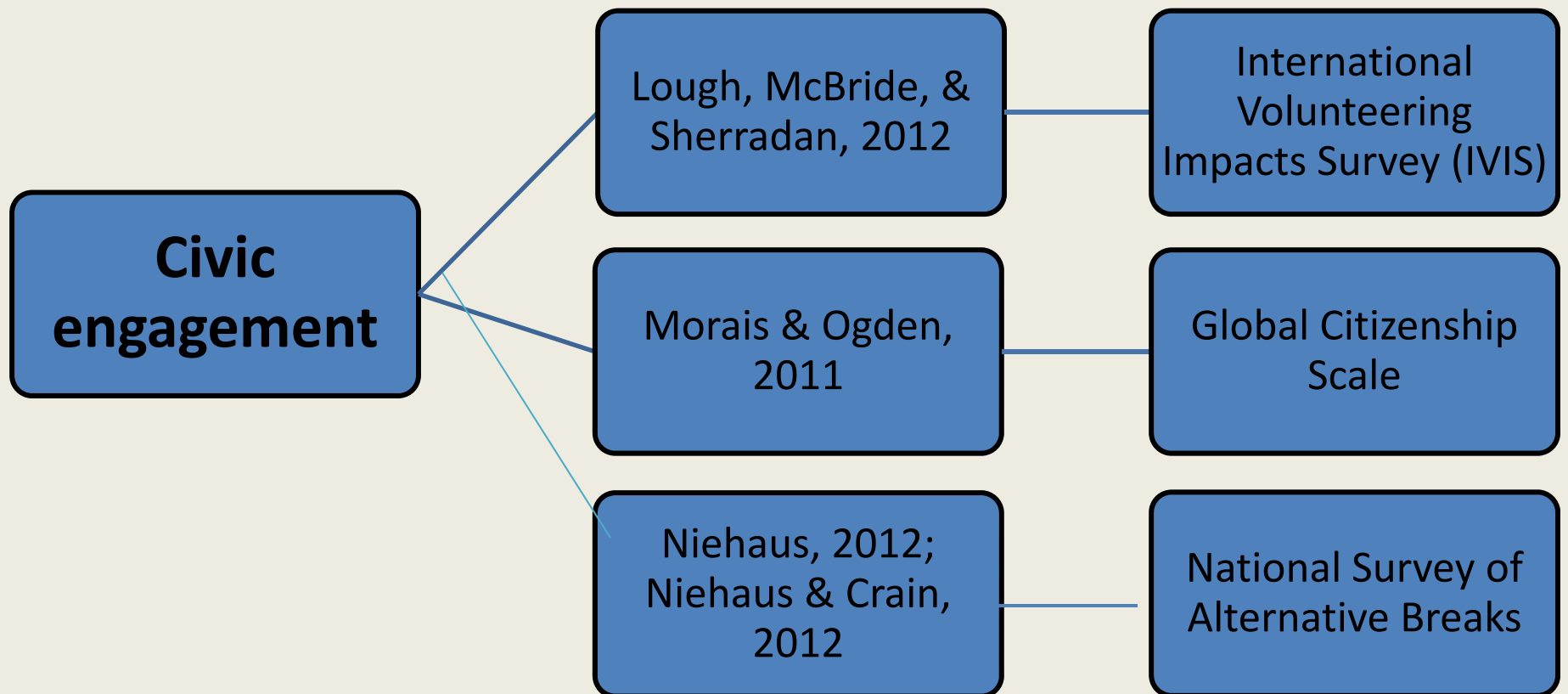
- **Civic engagement** – “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference.”
- **Ethical reasoning** – “requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.”
- **Intercultural knowledge & competence** - "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”

Research & tools: Global learning



Author(s)	Measure/theoretical contribution	Population & intervention	Outcome(s) measured	Limitations
Bennett, 1993, 2012	Developmental Model of Intercultural Sensitivity (DMIS)	College students exposed to study abroad; also employed in corporate and other settings	Intercultural competence	Developed out of the <u>international education</u> literature with limited focus on civic engagement
Braskamp, Braskamp, & Engberg,	Global Perspectives Inventory (GPI)	Primarily college students, primarily study abroad	Global learning development – cognitive (knowing & knowledge),	Developed out of <u>international education</u> literature with limited focus on

Research & tools: Global learning



Author(s)	Measure/Theoretical contribution	Population or intervention	Outcome(s) measured	Limitations
Lough, McBride, & Sherraden, 2012	International Volunteering Impacts Survey (IVIS)	International volunteers who participated in placements between 2 & 52 weeks	International contacts, open-mindedness, international understanding, intercultural competence, civic activism, & community engagement	Data limited to two volunteer programs; not all constructs were fully validated
Morais & Ogden, 2011	Global Citizenship Scale	College students participating in study	Social responsibility, global competence (including intercultural competence), & global	Social responsibility was an unclear dimension in the

Global Engagement Survey

(Hartman, Lough, Toms, & Reynolds)

Multi-institutional assessment tool that employs **quantitative and qualitative** methods to better understand relationships among **program variables** and student learning, specifically in respect to **global learning** goals identified by the Association of American Colleges and Universities (AAC&U, 2014)

Seven Scales

Intercultural Competence – Communication	ICC
Intercultural Competence – Self-awareness	ICSA
Civic Engagement – Efficacy	CEE
Civic Engagement – Political Voice	CEPV
Civic Engagement – Conscious Consumption	CECC
Civic Engagement – Values	CEV
Critical Reflection	CR

Community outcomes

GSL

(Reynolds, 2014)
(Larkin, 2015)



International Volunteering

(Lough &
Mathews, 2014)



Global Health

(Kung et al, 2016)
(Friedman, 2016)
(DeCamp, 2014)

“Measuring & conveying the added value of international volunteers” (Lough & Mathews, 2014)

“Complementary contributions”

Inclusiveness and equity

Social capital

Cultural understanding and exchange

Trust

Inspiration and optimism

“Host community perspectives on trainees participating in short-term experiences in global health” (Kung et al, 2016)

Benefits for hosts included...

improvements in job satisfaction,
local prestige, global connectedness,
local networks,
leadership skills,

resources and sense of efficacy within their communities

Host collaborators called for improvements in...

HIC trainee attitudes and behaviors

& asked that trainees not make promises they would not fulfil.



WHAT TO LOOK FOR IN GLOBAL SERVICE LEARNING

6 STANDARDS OF PRACTICE TO GUIDE YOUR DECISIONS

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1

ORGANIZATIONAL ALIGNMENT



Do the sending, intermediary, and host community entities really share the same mission, commitment and capacity to collaborate? Or is one using another to achieve different goals? Do the people involved have the proper credentials to deliver what they promise? Or are they working in an uncoordinated and complex space without proven competencies?

WHAT TO LOOK FOR

- ✓ Aligned missions, equitable relations, critical thinking, and dialogue among stakeholders
- ✓ Evidence of long term commitment to collaborative practices and common goals
- ✓ Professionals with related academic preparation and professional experience in international education and community development

WHAT TO AVOID

- ✗ Organizations that are aimlessly jumping on a trend of internationalization without partners
- ✗ Conflicting academic, commercial, cultural, or community visions, values, and methods
- ✗ Amateurs with an abundance of enthusiasm and a shortage of pertinent qualifications

WHY IT MATTERS ●

Aligned sponsoring, intermediary, and community organizations produce more defined reciprocal public benefits and less vague mutual private benefits that advance the overall aims of global education and community development.

2

SUSTAINABLE MANAGEMENT



Are the organizations ethically managing their legal, financial, administrative, and human resource functions in compliance with formal requirements and best practices? Or are they taking advantage of unregulated spaces to operate informally? Is there openness and in-depth transparency or reluctance and superficial sharing?

WHAT TO LOOK FOR

- ✓ Civic licences to operate and written partnership agreements with communities and stakeholders
- ✓ Proactive disclosure and explanation of financial statements and access to substantive information
- ✓ Staffing policies and manuals, codes of conduct, fair remuneration, and professional development

WHAT TO AVOID

- ✗ Organizations that are operating without any public status or established local partnerships
- ✗ Simplistic and one-time financial reporting that boasts of low overhead and imprecise high impact
- ✗ Exploitation of people in uneven power relationships with less access to resources

WHY IT MATTERS ●

Sustainable and ethically operated sponsoring, intermediary, and community organizations have a long-term, accountable presence that engages local authorities, extends public networks, develops local capacity, and supports collective initiatives.

3

RESPONSIBLE MARKETING



How are words, images, and symbols used to promote engagement and outcomes? Respectfully, realistically, accurately, and consensually? Or do they perpetuate stereotypes, reinforce clichés, provoke pity, glorify individuals, exaggerate claims, or misuse cultural icons? Does content analysis lead to clear and mission-relevant messaging? Or to faulty assumptions and slacktivism?

WHAT TO LOOK FOR

- ✓ Text that uncovers assumptions about power, privilege, outcomes, and personal agency
- ✓ Images that are genuine, balanced, and dignified that provide context and perspective
- ✓ Modest and qualified use of short and long-term claims reflective of both success and limitations

WHAT TO AVOID

- ✗ Text that presents short and easy solutions and predicts grand outcomes and amplified impact
- ✗ Images that gratuitously use or idealize children and vulnerable populations without consent
- ✗ Symbols or unverifiable statistics that over-simplify complex issues and wicked problems

WHY IT MATTERS ●

Responsible marketing materials inform and inspire local and global engagement rooted in reality not illusion, and invite multi-faceted collective participation not one dimensional individual solutions.

WHAT TO LOOK FOR IN GLOBAL SERVICE LEARNING

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4 INTEGRATED IMPLEMENTATION



Is the program and/or project identified, designed, prepared, and implemented within a shared theory of change and operationalized in a logic model? Or is it segregated solely by function and convenience based on assumed roles? Are there common strategies, resources, and decisions? Or unrelated independent activities?

WHAT TO LOOK FOR

- ✓ Shared processes, roles, responsibilities, and solutions across organizations
- ✓ Comprehensive pre/during/post experience materials and itineraries for all parties
- ✓ Connection between systemic local and global issues; interdependence not independence

WHAT TO AVOID

- ✗ Northern organizations assuming substance, Southern ones relegated to logistics
- ✗ One-sided attention to broadening the participants, but not communities, service learning experience
- ✗ Adventure-destination and consumer-oriented international travel that appropriates cultures

WHY IT MATTERS ●

Integrated design and implementation reduces neo-colonial tendencies while challenging and raising the capacity of all entities to demonstrate true partnership and a more equitable distribution of responsibilities, risks, and rewards.

5 PROTECTION OF PEOPLE & PLANET



What safeguards are in place to protect children, vulnerable populations, and the environment from harm? Is the need for them articulated and reflected in policies, procedures and training? Or are boundaries and obligations forgotten in the excitement of travel and absence of regulation?

WHAT TO LOOK FOR

- ✓ Protocols for contact with children and vulnerable populations that protect privacy, prevent interference, exploitation or abuse
- ✓ Codes of conduct for photography that honor cultural norms and require respectful use of images by individuals and organizations
- ✓ Health, safety, and conservation practices for visits to urban, rural, natural, wildlife and heritage sites
- ✓ Carbon offset mechanisms for air travel

WHAT TO AVOID

- ✗ Unrestricted access, contact, and voyeurism of children and vulnerable populations
- ✗ Unbounded photography of people as objects, posting of images without consent, and use of images in marketing materials without recognition
- ✗ Lack of evidence of due diligence, health and safety risk mitigation, and carbon offset strategies

WHY IT MATTERS ●

The rights of children and vulnerable populations merit respect and legal and moral obligations exist to protect all people and our planet from harm.

6 REALISTIC EVALUATION



How are inputs, activities, outcomes, and indicators chosen to be monitored, evaluated and shared effectively? Is reliable and valid quantitative and qualitative data collected? Or are reports mostly anecdotal and episodic? What metrics are employed and who benefits from analysis? Or do feedback loops appear self-serving?

WHAT TO LOOK FOR

- ✓ Data collected by a variety of means over time from a sufficient number and scope of consenting sources
- ✓ Recognition of the complexity of evaluation and the limitations of findings – for example, deadweight, displacement, and drop-off effects
- ✓ Credibility gained from failure reporting, external evaluators and on-going research efforts

WHAT TO AVOID

- ✗ Findings derived from unreliable or invalid data
- ✗ Organizations that invest a little in evaluation and a lot in promoting simplistic results as impact
- ✗ Resistance to external critique or performance analysis

WHY IT MATTERS ●

Realistic evaluation measures allow organizations to incrementally improve their efficacy and efficiency in a credible and constructive context.



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